Sort by **Engagement, Effectiveness, and Ownership**

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| For homework, students watch a lecture on the JFK assassination at home. In class, students simulate a Lee Harvey Oswald trial. | Students read a passage and respond in writing to these prompts.  **Connect:** How do the ideas from the passage connect to what you know?  **Extend:** How do the ideas extend your thinking in a new way?  **Challenge:** What challenges have you come up with about these ideas? |
| Students complete a Z-chart summarizing an article using linguistic (3 Main Points) and nonlinguistic representations (Draw a picture). | Teacher creates podcasts using Educreations for handwriting instruction. Students practice individually while playing and replaying the instruction as needed in stations. |
| Following direct instruction, students pair up to compare and contrast cloud types using a graphic organizer that is self-checking. | Students create note-card confessions debating the question, “Was Andrew Jackson a bully or an ally to the Native American people?” |
| Reader’s Theater, a reading strategy, is used to practice for fluency and then students perform for a small group of their peers who will evaluate their performance using a predetermined rubric. | While reading from the science textbook, students post and respond to questions and thoughts in a Today’s Meet with peers and the teacher. |
| Students use a blog to submit a writing assignment and are given feedback from peers and teachers. Using the feedback students make improvements to the writing assignment. | While working with the skill of theme, a teacher reads and records a section of the story with a small group of students. Students who are not present will have access to the recording later. |
| Students create multimedia presentations summarizing content the teacher posted on the class Learning Management System. | Students sharpen math skills using teacher assigned learning activities on Compass. The teacher utilizes the data to guide instruction for the student. |
| The teacher asks students to research a major US city using Google Research including images, videos, and interesting facts. Teacher monitors students’ work through Google classroom. Students add to a shared classroom page. | The class participates in an online discussion. The teacher isolates one moment in the story and asks what other choices the characters had, and why the author made the decisions he did. Students have time to think and response to the post. |
| Students answer an Edmodo poll the teacher has assigned as a pre-discussion post for most important election issues. | Students work in pairs or small groups to discuss stories. They refer back to comments given on blog posts applying them to the written piece. A final written product is developed between the two students. |
| The teacher presents a roller coaster video as homework before class. During class the students receive vocabulary instruction over key concepts. They then explain the roller coaster video using the key concepts in a small group on a shared document. | The teacher reviews videoed lab experiments before class then reviews any difficult concepts or misconceptions with the whole class. |
| Students submit responses in an audio dropbox, written document, or video recording. The teacher gives feedback for revision. | Students analyze lab reports by previous students and develop understanding of new concepts. They then design and carry out their own experiment with a partner documenting learning through video. |
| Students express pre-knowledge of a topic in a discussion post in Schoology. | Students participate in a close reading assignment in Actively Learn responding to assessment questions and students giving specific academic feedback throughout the reading. |
| Students use Front Row, an adaptive app, to assess knowledge of mixed numbers. Students are then guided to the logical next step for individual self paced practice. | Following the completion of an online number line activity, students work as a small group to read a thermometer applying concepts learned from the number line activity. |
| Students complete an exit ticket demonstrating application of the distributive property to hand in to the teacher as the lesson closes. The teacher analyzes data to form small groups for the next day’s lesson. | Students are given vocabulary cards prior to viewing, listening or reading a selected media segment. Students work collaboratively to create definitions for the vocabulary terms. They record terms and definitions on flashcards. Students walk around the room and match the term to the definition. Close with a whole group discussion of the vocabulary. |
| Students select from a variety of resources available on Symbaloo (an online bookmarking resource) to write an informative essay. | During class the students receive potential and kinetic energy instruction. They use the Energy Skate Park Basics simulation on PHET to collect data. Students will analyze the data and contribute to a discussion on the class blog. |